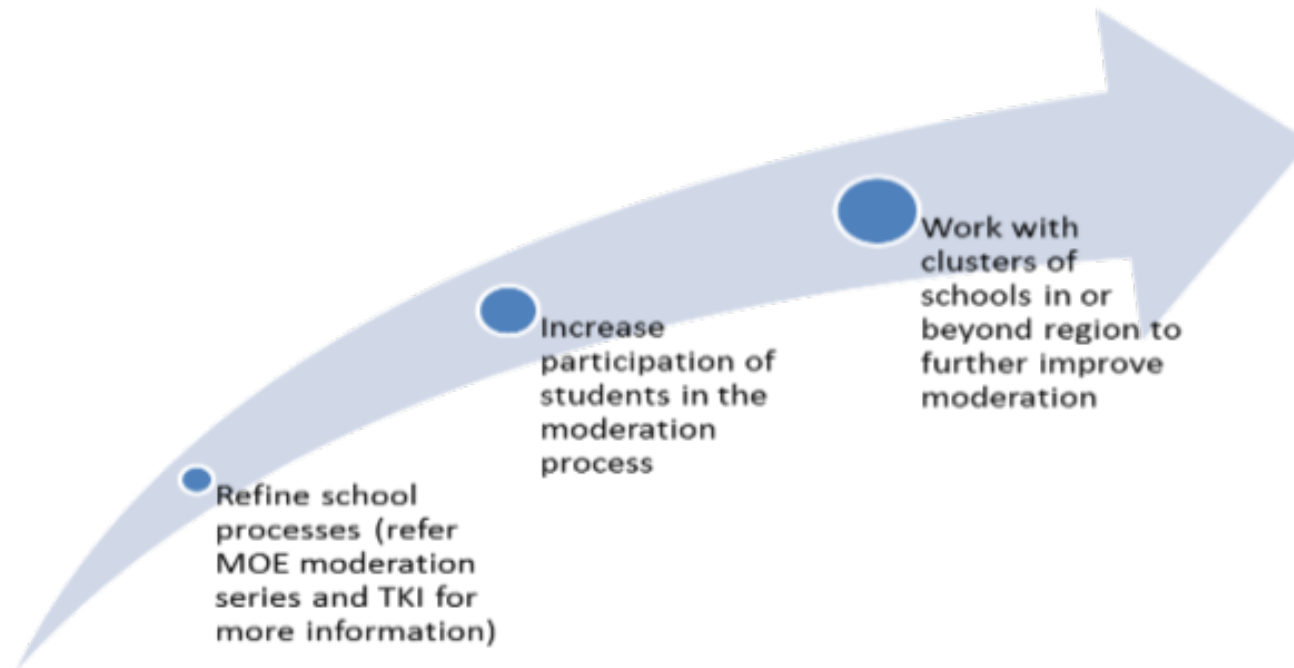


Upper Hutt Network Learning Cluster

Principal and Lead teacher workshop April 6th
2011






WIIFM

- Why have you chosen to be a part of this Network learning Cluster
- What do you want to get out of this professional learning

Skills required for moderation and building a supportive learning culture



Professional
respect and trust

Communication
skills and
participation in
decision making

Open-mindedness
to new information
and perspectives

Deepening
pedagogical and
curriculum
knowledge

Sharing of
information and
power

Shared
responsibility



Baseline Data

- Commonalities of Assessment
- Differences.....
- What's missing?



Roles and Responsibilities



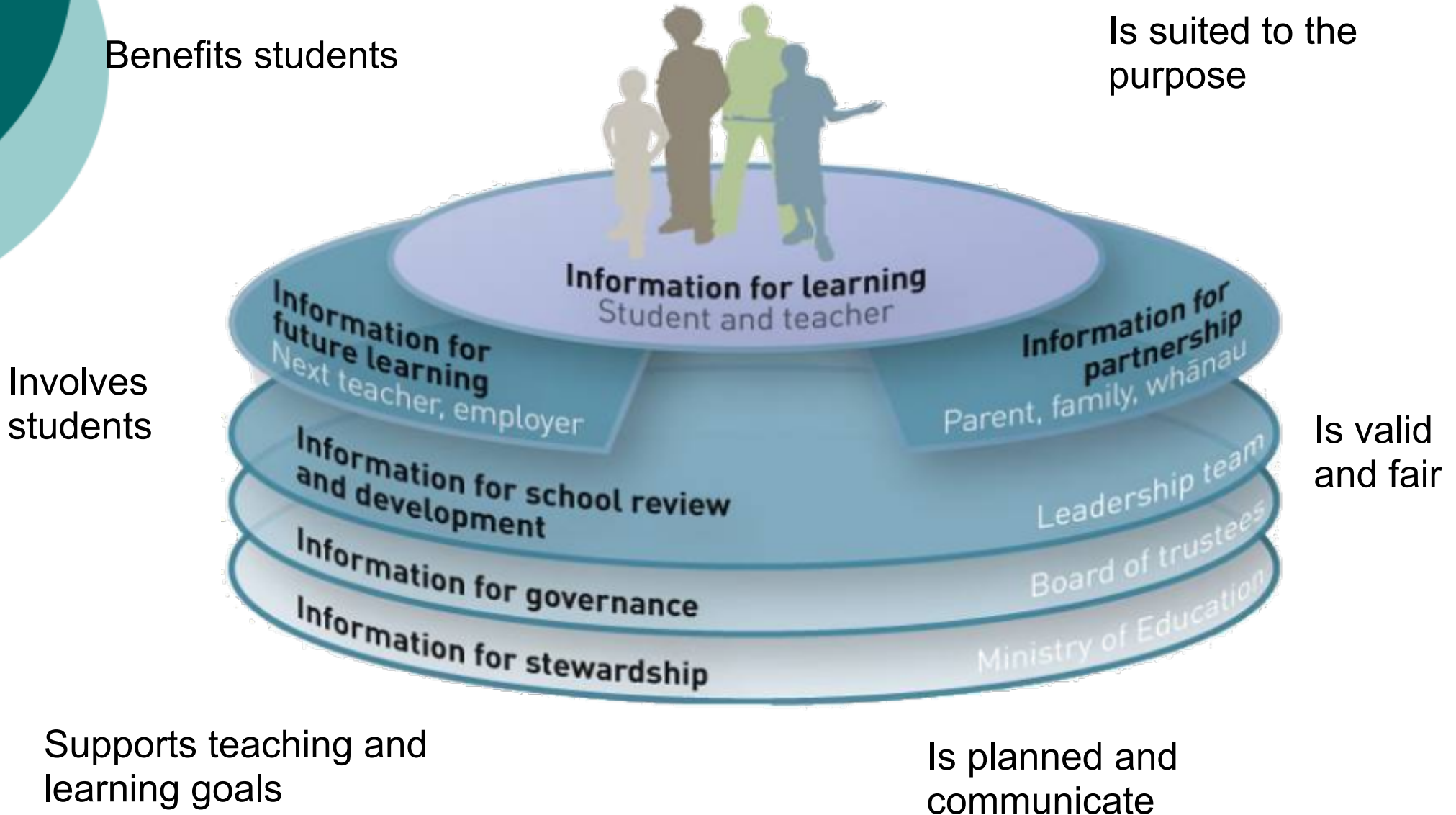
Moderation

- Moderation is the process of teachers sharing their expectations and understandings of standards with each other in order to improve the consistency of their decisions about student learning and achievement. (<http://assessment.tki.org.nz/Moderation#1>)
- Moderation supports teachers to compare their judgments to either confirm or adjust them. The process involves teachers sharing evidence of learning and collaborating to establish a shared understanding of what quality of evidence looks like. Schools use moderation to increase dependability of teacher judgments.

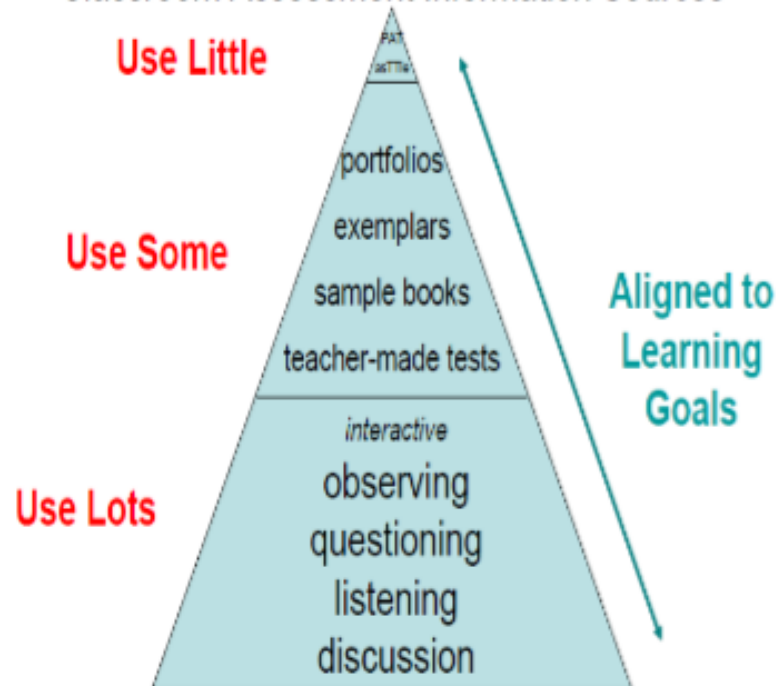


The New Zealand Curriculum, page 6

Assessment NZC



Classroom Assessment Information Sources



For **STRENGTH** of information, use multiple *samplings* from multiple sources.

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NZCER Te Rau Rau and Lester Rodden 2009

Conversations & Observations

Student:
Self-assessment
Peer-assessment
Discussions
Explanations
Conferences
Questions
observations

Tasks

Student:
Class work
Assessment Resource
Bank (ARBs)
Record keeping
Tasks and assignments

Tools

Student assessment
tools include:
PAT, STAR, GloSS, IKAN,
e-asTTle

Continually

Periodically



Moderation

- “ Moderation is concerned with the consistency, comparability and fairness of professional judgments about the levels demonstrated by students”.
(Maxwell 2002)
- The National Standards support consistency of judgment and moderation by providing examples and illustrations of the standard required.

Moderation: being confident about teacher judgments

Comparable assessment judgments result from teachers comparing their assessments with an agreed matrix, progression or specific assessment characteristics and agreeing on a level or 'standard'.

- *What do you compare your judgments against? (e.g. PAT norms; school expectations of the year level; experience of this year level)*
- *Would other teachers, or students agree with your judgments? How do you know?*
- *How can moderation strengthen confidence in teachers' judgments?*

What principles guide moderation?

Moderation is most effective when:

1. it is conducted in a **spirit of professional learning and quality improvement** (expect some dissonance).
2. teachers (inside moderators) have **appropriate knowledge of content area, assessment practices,** and policies and procedures.
3. it is carried out regularly.
4. it is **begun at the planning stage** -prior to teaching and assessment (ensuring teachers share understandings about important learning and indicators of it).



Further principles

5. **appropriate assessment** tasks are **decided** on or designed aligned to actual learning.

6. **equivalent assessments** are agreed, when desired, for cross-class or cross-school comparisons (e.g. cluster groups of schools for professional development purposes)

7. moderation processes lead to **improved learning and assessment**

8. **moderators outside of the school** (e.g. clusters of schools, facilitators, invited teachers from other schools) may be **periodically involved** to give independent feedback.



Moderation leads to consistency

There is a need for consistency (of teacher judgments and overall teacher judgments):

1. Over time – same evidence viewed at different times leading to same judgment of same teacher
2. Against benchmarks or standards – equivalent application across different types of evidence
3. By a teacher
4. Between teachers – within same school and different schools

Moderation leads to interpreting and applying levels or standards in equivalent ways, and confirming teachers' judgments about their students' work.



Moderation leads to comparability

- The focus of comparability is on the **assessable performance, not on the assessment task.**
- Students can be set different tasks or tests but demonstrate a common standard of achievement.
- While surface features of the performance may differ, the “characteristics of the knowledge, understanding and skills expected for the level of achievement will be equivalent.” (Maxwell, 2002)

Moderation and equity

- Equity for moderation means that **every student has the opportunity to demonstrate their current capability compared with a benchmark or performance standard.**
- Opportunity can be idiosyncratic, because common assessment tasks do not necessarily enable each student to perform optimally – e.g. a writing task about experiences of sport will exclude some students.
- **Characteristics of task** and context are important.



The benefits of involving students

- When students are actively involved they can participate in selecting evidence (e.g. samples of their work) that best demonstrate the intended learning outcomes.
- The process of assessment develops students' understanding of the desired outcomes and success criteria.
- Making judgments is closely linked to developing the skills of self and peer-assessment.
- This can lead to shared expectations of learning and understandings of standards between teachers and students.
- Greater student confidence in teacher judgments.
- Provides greater transparency of the assessment process.



The benefits of moderation - to teachers

- Brings together collective wisdom, resulting in greater consistency of judgment, and focused teaching.
- Provides greater confidence in teacher judgments and assurance that judgments are consistent with other professionals.
- Leads to shared expectations of learning and understandings of standards and progression of learning.
- Develops deeper understandings about content and progressions of learning.
- Improves quality of assessment.
- Alignment of expectations and judgments with standards or progressions, and hence improved teaching and learning.
- Assurance to parents and others that interpretations of students' achievements are in line with other professionals.



Where to from here

- Individual school action plan
 - Surveys to complete in school
-
- Reflective questions for school leaders and teachers
 - Skills for moderations .. In your school setting
 - Readings



Workshop dates

- **Term 2**

18th May 1.30-4.30 at Maoribank School
with Lead Teachers

(Lead teachers visiting a moderation session
in another school (in between workshops))

13th July 1.30-4.30 at Plateau School with
Lead Teachers

(Lead teachers visiting a moderation session
in another school (in between workshops))

- **Term 3**

28th September 1.30-4.30 at Mangaroa School with Lead
Teachers and possibly Principals (TBC).

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